



## Optimization of Modified Curriculum for Children with Intellectual Disabilities in Special Schools

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### ABSTRACT

Children with intellectual disabilities often face challenges in gaining access and absorbing information in conventional learning environments. Therefore, adapting the curriculum becomes an urgent need to meet their unique needs. This research aims to explain in detail the optimization of curriculum modifications in the context of Special Schools at SLB C YPSLB Surakarta to improve the learning of mentally retarded children. This research method uses qualitative descriptive research and data collection by conducting observations, interviews and documentation to collect qualitative data. The research results showed that curriculum modifications at SLB C YPSLB Surakarta took the form of changes to the material content and learning process to ensure education was adapted to students' needs and abilities. Efforts to increase curriculum accessibility by improving children's skills and directing them to the agricultural and culinary fields ensure that students with intellectual disabilities have equal opportunities to develop their potential and prepare for an independent and productive future.

*Modified Curriculum, Students, Education, SLB, Mentally Retarded*

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## INTRODUCTION

Education is a deliberate effort to create an environment conducive to the learning process (Wardani, 2020). It aims to develop the unique potential of individuals, enabling them to receive quality education and contribute to achieving the goals of National Education (Nurfadhillah et al., 2022). Law No. 20 of 2003 defines education as a planned effort to develop students' potential in various aspects, within the context of society and the nation, to achieve national aspirations (Tunisa et al., 2024). From an early age, children require education that not only focuses on formal aspects but also considers their diversity and specific needs. Education for children is not merely the process of delivering information but also involves adjustment and adaptation to their

special needs (Yusri Bachtiar, 2020). Each child possesses distinct characteristics and developmental trajectories. UNESCO emphasizes the principle of "Education for All," which asserts that every child, including those with special needs, must have access to education (Munajah et al., 2021). Furthermore, Law No. 20 of 2003 on the National Education System underscores that every individual, including children with special needs, has an equal right to education without discrimination (Hamidi, 2016).

According to data from the Central Statistics Agency in 2017, the number of children with special needs in Indonesia remains high at around 1.6 million (Hidayat et al., 2024). However, only about 18% of them reportedly receive inclusive education at the elementary level (Fitriana et al., 2022). The absence of Special Guidance Teachers in most schools also poses a significant challenge, as the availability of teaching staff has not aligned with the guidelines for inclusive education. Children with special needs, also referred to as exceptional children, exhibit significant differences from most individuals and require specialized educational services to optimize their potential. These differences may manifest in various aspects, including physical abilities, intelligence, social interactions, and emotional regulation (Supena, 2017). One category of children with special needs is those with intellectual disabilities. Intellectual disability refers to children with impairments in cognitive and intellectual development, which can affect their thinking abilities and behaviors, including difficulties with concentration and challenges in emotional regulation (Anggraeni et al., 2024). Delayed cognitive development poses challenges for students with intellectual disabilities in meeting their needs. Their level of achievement depends on the severity of their difficulties and the support provided by their surrounding environment (Sari et al., 2017).

The curriculum plays a vital role as it is designed with the purpose of achieving educational objectives (Lestari et al., 2022). A curriculum is a set of plans or learning materials developed to impart specific knowledge and skills to students (Rawung et al., 2021). According to Law No. 20 of 2003, the curriculum is a structured plan that includes objectives, content, and teaching methods, serving as a guide to achieve specific educational goals (Huda, 2017). Ministerial Decree No. 56/M/2022 from the Ministry of Education, Culture, Research, and Technology encourages educational institutions to create diverse curricula tailored to the school's conditions, regional potential, and student characteristics. This regulation affirms that schools have the authority to adapt the curriculum, taking into account the school's context, local potential, and students' needs. This policy highlights the flexibility provided to schools to implement curriculum modifications and innovations to achieve national

educational goals. Such curriculum modifications may include specialized programs, teaching methods, and assessment forms tailored to specific needs (Kusuma Wardani et al., 2024).

According to (Cornelius Ukpepi & Odey, 2019), curriculum modification refers to the adaptation of all educational experiences and activities to prepare students for the workforce while addressing the unique needs of each learner under the guidance of the school. The curriculum implemented must accommodate the diverse needs of students with intellectual disabilities and utilize various teaching methods and techniques to optimize their potential. Initial reviews of various scholarly journals indicate that most studies on curriculum modification in special schools focus on teacher preparedness, implementation challenges, and teacher requirements, but few have examined in depth the specific strategies for adapting curricula in elementary-level special schools for children with intellectual disabilities. This situation reveals a research gap in examining effective and sustainable curriculum modification efforts for special schools, particularly those serving children with intellectual disabilities. Furthermore, teachers play a critical role in creatively applying teaching methods to ensure the learning process remains engaging and enjoyable on a daily basis, and this process should be supported by adequate instructional tools and resources to enhance learning outcomes. Moreover, the rapid changes in educational policies and practices demand ongoing innovation, leading to the initial hypothesis that comprehensive curriculum modifications will significantly contribute to improving both access and the quality of learning for students with special needs.

Based on the discussion above, this research focuses on the modified curriculum implemented at SLB C YPSLB Surakarta. The study aims to (1) analyze the ongoing implementation of curriculum modifications at SLB C YPSLB Surakarta, (2) identify supporting and inhibiting factors in the implementation of these modifications, and (3) develop strategic recommendations for other special schools to improve access and quality of education for children with special needs, especially those with intellectual disabilities.

## **RESEARCH METHOD**

This study employs a qualitative descriptive method, a naturalistic approach to exploring the meaning behind a phenomenon (Adlini et al., 2022). This method is used to gain insights from informants regarding the research subject, where the adequacy and accuracy of data serve as foundational elements in shaping the final outcomes. According to Rijal Fadli (2021),

qualitative research in education focuses on understanding activities, patterns, models, procedures, cultures, methods, strategies, assessments, and evaluations. The goal is to provide an accurate depiction of relevant facts.

The data collection focused on comprehensive observation and documentation. Observations were conducted systematically and in-depth at SLB C YPSLB Surakarta, utilizing direct observation techniques to examine the implementation of the modified curriculum. The observation concentrated on classroom learning processes, interactions between teachers and students with intellectual disabilities, curriculum adaptation strategies, teaching methods, and students' responses. Researchers performed detailed field documentation using pre-prepared observation sheets to ensure the data was comprehensive and systematically organized.

Documentation emerged as the second critical data collection method. The process involved systematically gathering various relevant documents, including modified curriculum documents, adaptive lesson plans, developmental archives of students with intellectual disabilities, teacher evaluation notes, and additional supporting documents. Each document underwent in-depth analysis to obtain contextual information that substantiates observational and interview findings, with meticulous attention to appropriateness, accuracy, and relevance in supporting the research focus on curriculum modification optimization.

The validity of the data was ensured through triangulation techniques by comparing findings from observations and interviews to ensure consistency. This approach enabled the researcher to confirm findings from multiple perspectives, thereby strengthening the credibility and reliability of the conclusions drawn. In this study, the researcher conducted observations on the implementation of the modified curriculum at SLB C YPSLB Surakarta and carried out interviews in person or via WhatsApp. The data from observations and documentation were subsequently analyzed using a descriptive approach and presented in narrative form. The analysis process involved three stages: data reduction, data presentation, and conclusion drawing. This qualitative approach aimed to provide a deep and detailed understanding of curriculum modification optimization for children with intellectual disabilities, considering various perspectives and empirical evidence.

## RESULT AND DISCUSSION

### Result

#### Modified Curriculum

The curriculum is the core of the educational system, playing a crucial role in shaping the future of education. According to Article 1 of Law No. 20 of 2003, it comprises plans and regulations regarding objectives, content, and teaching methods that guide educational processes toward specific goals. This uniform framework can be adapted to meet local needs and changing times. To understand how SLB C YPSLB Surakarta adapts its curriculum for students with intellectual disabilities, interviews were conducted with key informants. Table 1 summarizes the findings from these interviews.

**Table 1.**  
**Interview Activities**

Aspects to be Interviewed	Informant Initials	Interview Results
The curriculum of SLB C YPSLB Surakarta, designed to meet the educational needs of children with intellectual disabilities.	Mrs. ADS	SLB C YPSLB Surakarta implements the Kurikulum Merdeka, modified to suit its students' needs by focusing on content modification and process modification.
The teaching approaches or methods implemented in the curriculum to facilitate the development of children with intellectual disabilities.		The methods emphasize behavioral and contextual approaches, where rewards are given for task completion and concrete objects are used to aid understanding.
The assessment of progress and learning achievements of children with intellectual disabilities within the curriculum.		Assessments include both formative and summative evaluations.
The involvement of parents or guardians in supporting curriculum implementation for children with intellectual disabilities.		Parental involvement is positive, with teachers maintaining regular communication regarding curriculum updates and student progress.

<p>The integration of daily life skills into the curriculum to prepare children with intellectual disabilities for independence.</p>	<p>SLB C YPSLB Surakarta integrates daily life skills through programs that train students in tasks such as dressing, using the bathroom, eating with a spoon, and sitting calmly.</p>
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**Figure 1.**  
**Interview Process**

As shown in Figure 1, the interviews provided valuable insights into the curriculum adaptation strategies at SLB C YPSLB Surakarta. Curriculum modification refers to adapting curricula based on the specific conditions and characteristics of schools and their students. In special education schools, tailored curricula address the diverse needs arising from disabilities such as visual, hearing, physical, and intellectual impairments. Without such adjustments, a universal curriculum may hinder effective learning. To further assess the curriculum's impact, classroom observations were conducted. Table 2 presents key findings from these observations.

**Table 2.**  
**Observation Activities**

Observed Aspects	Description of Observation Results
Curriculum Implementation	The curriculum has been modified to meet the needs of the students.
Assessment	Formative assessments are conducted at the beginning of the learning process, and summative assessments at the end.
Material Presentation	Learning materials are adjusted to match the

	difficulty level and individual abilities, either by breaking them into smaller parts or simplifying language.
Students' Condition/Behavior	Students require assistance due to limitations in processing information, communicating, and expressing themselves.



**Figure 2.**  
**Teaching Methods**

As shown in Figure 2, teachers use real objects and interactive activities to aid concept understanding. This aligns with the curriculum modifications observed, as summarized in Table 2.

**Curriculum Adjustments to Meet Individual Learning Needs**

Curriculum adjustments focus on meeting the individual learning needs of each child. In inclusive education, individualization ensures that each student learns at their own pace. Article 12, Paragraph 1 of Law No. 20 of 2003 guarantees every student an education in line with their talents and interests. Government policies support inclusive settings that manage diverse classrooms through tailored curricula and teaching. Interviews with school administrators and teachers provided additional insights, as summarized in Table 3.

**Table 3.**

<b>Interview Activities</b>		
<b>Aspects to be Interviewed</b>	<b>Informant Initials</b>	<b>Interview Results</b>
The process of adapting the curriculum for children with intellectual	Ibu HK	The curriculum is adapted through formative and summative assessments that identify each student's abilities



<p>disabilities.</p> <hr/> <p>The role of technology in supporting curriculum implementation for children with intellectual disabilities.</p>	<p>for tailored teaching.</p> <hr/> <p>SLB C YPSLB Surakarta employs technology (e.g., YouTube, animated videos) to present lessons in engaging and comprehensible ways. Special programs or guidance to aid children with intellectual disabilities in transitioning to the next educational phase.</p>
<p>Special programs or guidance provided at SLB C YPSLB Surakarta to assist children with intellectual disabilities in preparing for their transition to the next educational phase.</p>	<p>Special programs begin with self-care training for early grades, expanding to art activities and, for grades 3 to 6, skills integration for middle school preparation.</p>
<p>Efforts to enhance curriculum accessibility for children with varying levels of special needs.</p>	<p>Teachers prioritize fostering independence first, then provide skills training—especially in agriculture and culinary arts—to help children develop practical abilities.</p>

The curriculum must be adapted for optimal learning outcomes, as standard curricula may overlook the distinct needs of special education students. Adjustments through programs such as the Individualized Educational Program (IEP) are essential. Observations evaluating these adjustments are summarized in Table 4.



**Tabel 4.**  
**Observation Activities**

Observed Aspects	Description of Observation Results
Utilization of Technology	Modern technology is used, though its development remains limited.
Special Programs	Special programs include self-care training in grades 1 and 2, art activities in grade 3, and skills integration in grades 3 to 6.
Student Accessibility	Support for students is provided by developing skills in line with their abilities; teachers first promote independence, followed by targeted skills training.



**Figure 3.**

**Inclusive Learning Environment**

As depicted in Figure 3, the school's layout and facilities are designed to accommodate students with intellectual disabilities, ensuring a supportive learning environment. The effectiveness of these accommodations is further detailed in Table 4.

**DISCUSSION**

Based on the provisions of Republic of Indonesia Law No. 2 of 1989 on the National Education System, Special Schools are institutions tailored to meet the diverse needs of children with disabilities such as blindness, deafness, speech impairments, physical disabilities, emotional disturbances, intellectual disabilities, and developmental delays ('Azizah et al., 2024). These schools are designed to deliver education that accommodates individual differences, ensuring optimal development. Special Schools are categorized by the type of

disability for instance, SLB Type C serves children with intellectual disabilities (Zarkasih et al., 2020).

Group C (intellectual disabilities) refers to conditions characterized by significant limitations in intellectual functioning and adaptive behavior, typically manifesting before age 18. Children in this group face challenges in acquiring age-appropriate skills and require tailored support. At SLB C YPSLB Surakarta, 73 students are organized into 18 learning groups under 11 teachers, highlighting the intensive resources needed for individualized instruction. SLB C YPSLB Surakarta, located in the Laweyan District of Surakarta City, has adopted the Merdeka Curriculum subsequently modified to suit the unique needs of its students with intellectual disabilities. The curriculum modifications target various elements of the learning process, including objectives, content, teaching methods, and evaluation, to ensure both inclusivity and effective development of student potential. SLB C YPSLB Surakarta employs a modified version of the Merdeka Curriculum, altered to address the specific needs of its students. As described by Jumianti et al. (2024) and Minsih et al. (2021), these modifications encompass adjustments in objectives, content, teaching methods, and evaluations. By reducing the complexity of learning materials and adapting teaching strategies, the school ensures that each student receives instruction aligned with their capabilities. Such flexibility is essential to avoid the pitfalls of a one-size-fits-all curriculum (Syafi'i & Rosyidah, 2022).

The school emphasizes both behaviorist and contextual approaches. Rewards for task completion (behaviorist) and the use of concrete objects (contextual) help students overcome cognitive and engagement challenges. Research by Nasution and Panggabean (2017) and Sofyan et al. (2020) supports these methods as effective means to facilitate comprehension and problem solving, enabling students to link theoretical knowledge with real-world experiences. The institution employs both formative and summative assessments to gauge students' progress. Formative assessments, conducted early in the learning process, identify individual needs, while summative assessments measure overall achievement at the end of instructional periods (Putri & Zakir, 2023; Ferdianti et al., 2024). This dual approach ensures that adjustments to teaching can be made in real time, thereby optimizing student learning outcomes.

Effective parental involvement is highlighted as a key component of the inclusive education model at SLB C YPSLB Surakarta. Regular communication between educators and parents who offer critical insights into their child's development strengthens the support system for students. Studies by Nurfadillah et al. (2022) and Wahyuni and Mangunsong (2022) confirm that

active parental engagement positively influences academic performance in inclusive settings. Daily life skills are integrated into the curriculum to promote student independence. Through hands on activities and special programs, children practice essential tasks such as dressing, using the bathroom, and eating with proper utensils. This practical approach, as supported by Tilaar (2015), not only reinforces academic learning but also prepares students for real-life challenges by linking classroom content with everyday experiences.

Addressing the specific learning needs of children with intellectual disabilities requires continuous curriculum adjustments. As noted by Gusmiati et al. (2024) and Maftuhatin (2014), formative assessments guide the customization of instructional practices. These adjustments ranging from curriculum content to teaching methods ensure that the educational process is responsive to individual developmental levels and capabilities.

Technology plays a supportive role in enhancing learning experiences at SLB C YPSLB Surakarta. Teachers incorporate digital tools such as YouTube and animated videos to present lessons in an engaging manner and monitor individual progress. As observed by Asmayanti et al. (2022) and Hanifah Salsabila et al. (2020), adaptive technology helps bridge learning gaps and facilitates a more inclusive educational experience. Special programs at the school begin with self-care training in the early grades and extend to integrate arts and skill-based learning for older students. For grades 3 to 6, curricular activities are designed to prepare students for the transition to middle school by emphasizing practical skills and creative development. Research by Nurhasanah et al. (2022) underscores that a curriculum balanced between skill development and academic instruction fosters both independence and future career readiness.

Efforts to enhance accessibility focus on developing skills that align with each student's abilities. Teachers prioritize fostering independence through targeted training particularly in agriculture and culinary arts to equip children with practical skills. This approach not only supports academic success but also prepares students for self-reliant futures, as evidenced by findings from Mastiani et al. (2021). Observations indicate that although modern technology is utilized, its full potential remains underdeveloped. Continuous refinement of special programs and individualized support remains critical to addressing the diverse needs of students.

Consequently, the efforts made by SLB C YPSLB Surakarta not only enhance the independence of children with intellectual disabilities but also create opportunities for them to live productive and self-reliant lives. Observations at SLB C YPSLB Surakarta indicate that this school has utilized

modern technology in the learning process, although its development remains limited. The special programs implemented at this school encompass various activities tailored to grade levels, ranging from self-development in grades 1 and 2, artistic activities in grade 3, to the integration of additional skills from grades 3 through 6 to prepare students for junior high school. In supporting accessibility for students with intellectual disabilities, SLB C YPSLB Surakarta focuses on developing skills that align with student capabilities. Teachers at this school prioritize developing student independence first, then provide skills training in agriculture and culinary arts, ensuring students have the skills to support their future independence.

## CONCLUSION

Good education involves not only delivering information but also adapting learning methods to each child's special needs. Law No. 20 of 2003 affirms the right to education for all children, including those with special needs, to achieve national objectives. At SLB C YPSLB Surakarta, the curriculum is modified to meet the needs of children with intellectual disabilities, encompassing learning objectives, content material, learning processes, and evaluation, thus ensuring relevant and effective education. The learning methods emphasize behavioristic and contextual approaches, providing rewards for completed tasks and introducing real objects, helping children understand concepts through direct experience. Technology is also used to make learning more engaging and inclusive. Student progress assessment is conducted through formative and summative assessments, providing an accurate picture of their achievements and enabling learning adjustments. Parental involvement is crucial in supporting children's education, as they provide deep insights into their children's characteristics and needs while working with teachers to monitor child development. Special programs such as self-development and practical skills development are provided to enhance children's independence, while daily life learning is integrated into the curriculum to prepare children for real-world situations. SLB C YPSLB Surakarta's efforts focus on improving children's independence and skills, with the hope that they can live independently and productively in the future.

Future research should explore the long-term impact of curriculum modifications on students' independence and employability. The integration of advanced technology, such as artificial intelligence and adaptive learning tools, can enhance personalized education. Parental and community involvement should also be examined to identify effective support strategies. Comparative studies between different special education schools can provide insights into

best practices, while research on teacher training can assess how continuous professional development improves adaptive teaching methods.

This study has some limitations. The findings are specific to SLB C YPSLB Surakarta, limiting generalizability to other institutions. The research focuses on short-term outcomes, making long-term effectiveness unclear. Unequal access to technology may affect implementation, and variations in parental involvement due to socioeconomic factors can influence student support. Additionally, assessing progress in children with intellectual disabilities remains challenging, as standard evaluations may not fully capture their development. Addressing these limitations in future studies can contribute to more effective and inclusive education.

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